

# My Next Best Step

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A step-by-step toolkit  
to develop career  
pathways for Florida's  
Community Health  
Center Workforce

Published by the  
**Florida Association of  
Community Health Centers**

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**Manager Edition**





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The Florida Association of Community Health Centers (FACHC) is the state's leading advocate for community-based primary healthcare organizations. The mission of FACHC is to provide the voice, resources, and support for Florida's Community Health Centers (CHCs) in their commitment to ensure access to a quality health care home. We do this by bringing together agencies, policymakers and key people able to affect healthcare issues at state and federal levels.

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Welcome!

Congratulations on embarking upon an important element of managing your team at your Community Health Center!

This book is an important tool for your “manager toolkit” and we are confident that you will find it useful as you engage your employees in important career pathway planning for the short and long term. Ensuring your workforce has the right tools and resources in place to effectively grow within your organization is a daunting challenge without an organized, evidence-based approach. We believe this book will provide both you and your employees with key strategies to create and sustain a world-class workforce.

As you progress through the book together, we hope that you’ll take the time to reflect on their growth opportunities and how they can best serve everyone who visits your Center, helping to achieve our collective goal as Florida’s Community Health Centers.

Again, congratulations on taking this step with your team and we look forward to hearing about the great work that comes from your commitment to this noble work.

Sincerely,

Jonathan Chapman  
President & Chief Executive Officer  
Florida Association of Community Health Centers, Inc.

## Purpose of “My Next Best Step”

A career pathway consists of the many different elements that enable an individual to improve their ability to build, navigate, and improve their career. A career pathway helps individuals plan, take action, and measure their progress as they advance throughout their career. In the end, individuals no longer have a series of jobs but instead have a planned, fulfilling career that provides purpose, passion, and impact.

Developing a career can be a daunting task. Competition within the workforce is high, opportunities for advancement can be challenging, and finding fulfilling jobs that serve your individual purpose is as important than ever. This book intends to help you help your employees build a career that addresses each of these items.

The companion to this book, “My Next Best Step”, was developed to support the collective workforce of Florida’s Community Health Centers. The tools that are within this book are derived from evidence-based strategies that enable career pathways for an individual seeking to advance their career.

This book, the manager’s edition, is meant to serve as a “teacher’s textbook”, helping you as a manager navigate the tools within this book with your employees. You will note several times throughout this book that the text is aimed at your employees, directly; we have kept this book identical to the employee edition, except for appropriate contextual edits and “Manager Notes”.

Throughout this book are a series of tools that should be completed in sequential order. These tools will ask your employees to be thoughtful about the elements of work that are important to them. In addition, these tools will ask for candor and honest answers about their skills, abilities, and interests. By engaging authentically with these tools, your employees can develop a plan of action that will benefit their career for the long term.

This book is designed to support your efforts for a collaborative effort between you and your employees. While they should take ownership of this process, as their manager, you can also add valuable insight as these tools are completed together.

This book is laid out in 6 different steps. For each step, “Manager Notes” are included to help you support your employees’ efforts. The process that is laid out in this book includes the following:

- First, employees will take a high-level look at their current career goals.
- Next, they’ll dive into the details of their interests, skills, and abilities in order to assess current preparedness for meeting career goals.
- Then, they’ll assess strengths, weaknesses, and opportunities as it relates to their career goals.
- And finally, they’ll develop specific action steps that are informed by these tools in order to make progress along their career pathway.

By completing these tools, your employees will have a strong set of organized action plans that can be tracked along their career pathway.

If you have questions about any part of this book, please do not hesitate to contact the Florida Association of Community Health Centers (FACHC):

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## O\*Net Online

Building a career pathway requires using evidence to inform your decision making. The more information (evidence) we know about ourselves and the jobs we seek to perform the better we can decide which pathway is right.

This book uses evidence, tools, and resources from O\*Net Online ([www.onetonline.org](http://www.onetonline.org)). This resource is a function of the U.S. Department of Labor's Bureau of Labor Statistics and is the largest jobs database in the world. It includes comprehensive data about 900+ jobs throughout all sectors in the country. Not only does this platform provide valuable wage data about jobs you may be interested in, but it also includes the best data analysis about the different elements of these jobs.

As you build your career pathway, you'll see the importance of understanding the many different elements of a job and how it aligns with your skills, abilities, and interests. O\*Net Online provides comprehensive data about the following:

- The specific abilities required for a job;
- The career interests aligned with a specific job;
- The knowledge required for a job;
- The skills that are essential for a job;
- The activities that make up a job;
- The context that influences the nature of work and its alignment to your interests;
- The work styles that are part of a specific job; and
- The work values that contribute to personal satisfaction within a job.

Because O\*Net Online is driven by data, the information it provides represents the existing jobs marketplace as it is, not as it should be or as someone might want it to be. Therefore the data that this platform provides gives you a realistic sense of a specific job, one that you can count on experiencing in that job. Therefore, using data from O\*Net Online is the best source of occupation information to help develop a career pathway.

As you develop your career literacy, becoming familiar with O\*Net Online should be an important goal. Whether you use it for short term planning or to help you make long term decisions, this platform can aid your decision making and help you navigate your career pathway.

## Resources in this Book

As you progress through the tools in this book, you will encounter the following tools:

- Tools 1-6, which should be completed in sequence.
- O\*Net Online, a platform built on the nation's jobs database.
- O\*Net Online terminology that will help you complete Tool #2.
- A duplicate set of Tools 1-6 that can be completed in the future, as you revisit your career pathway.
- A space for notes after each Step and at the end of the book.

To efficiently and effectively complete the tools within this book, it's important to become familiar with these resources.



# What is a Career Pathway?

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# What is a Career Pathway?

Before proceeding any further in this guidebook or supporting your employees' development of their career goals and pathways, we should first take time to describe what a career pathway is and how you, as a manager, can support the development of career pathways for those within your organization.

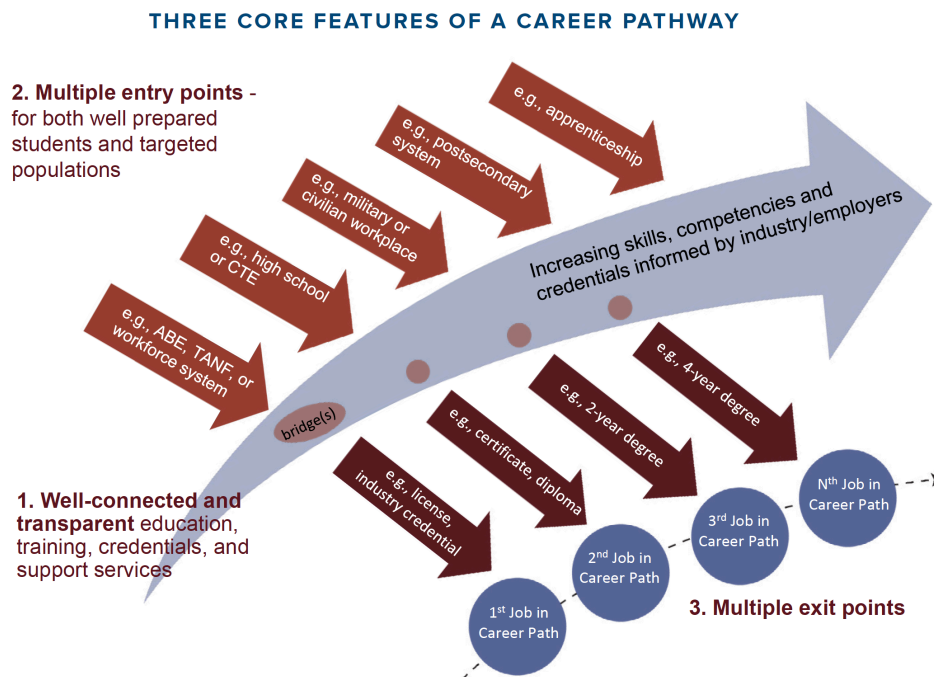
Unfortunately, there isn't a single or universal definition for the term 'career pathway'. For our purposes, we prefer a definition that is broad and inclusive of the many functions that contribute to career success. We offer the following definition for your consideration:

Career pathways are plans that align the aspirations of individuals with the needs of employers, taking into account strategies that enable opportunities and mitigate barriers for long term career success.

Beyond training and credential requirements, this definition is inclusive of the many other functions that are important for career success. For example, a career pathway should include strategies that address barriers to career success that happen outside of the workplace, including child/elder care, transportation, and issues of economic security. By taking a comprehensive approach toward career planning, career pathways help an individual define both opportunities and barriers, develop an actionable plan, and meet the needs of a current or future employer. This definition follows the basic rule of economics: ensuring that the supply (in this case, the workforce) meets the demand (the employer).

The graphic below, which comes from the Center for Law and Social Policy (CLASP), helps illustrate how an integrated workforce system can support career pathways. First, there is a well-connected system of providers for training, credentials, and support services. Second, there are multiple entry points to job opportunities through job placement, training, and similar systems. And third, there are multiple exit points to jobs along a career pathway for individuals, as they grow their skills, credentials, and experience.

Source: Center for Law and Social Policy (CLASP)



The theoretical system, described on the previous page, can help us understand the overall approach. However, as a manager, it's important to understand how career pathway strategies apply to your role and how you can best support your employees. This section aims to both help you understand the theory and put into practice these ideas.

On the following two pages you will find an exercise, Mapping Out My Career, that is important for you to complete before proceeding. The purpose of this exercise is for you to map out your career, to date, in order to retroactively build your historic career pathway. By understanding how you navigated your career from your first job to your current job, you can begin to see how we think about career pathways.

For instance, if after your first job you obtained your second job due to a mentor relationship that helped guide you into a promotion, you can see the importance of mentorship as part of a career pathway strategy. Further, if you were laid off after job 3 and sought training or a credential enhancement in order to get job 4, you'll see the value of long term training and professional development within a career pathway.

On the next page, you'll see an example for the exercise you should complete on page 15. Consider the following as you prepare for this exercise:

1. Think about each of your job titles (not employers); write them down where directed.
2. Briefly explain how you got that job under what is called "Compelling Factor". Was it a promotion based on completing a degree? Did a mentor help guide you to a promotion? Was it a restart within your career? These are the compelling factors that lead to a change in your career.
3. After you have completed each of the job steps, review the different compelling factors. Summarize how these compelling factors helped you build your career.

Once you have reviewed your compelling factors, take a moment to think about how these items contributed to your career pathway. The point of this exercise is to understand how your own career pathway developed, whether intentionally or not.

As a manager, understanding how your own career developed can help you support the career development for your employees. By orienting yourself in a career pathway mindset (using your own career as a catalyst for that thinking) we can begin to support, organize, and execute on efforts that help others advance. In short, we want to operationalize, where possible, those compelling factors that helped you advance in your career in support of your employees. This exercise, therefore, should help you throughout the rest of this guidebook as you support your employees' career pathways.

**Mapping Out My Career**  
An overview of the compelling factors that helped build your career.

**EXAMPLE**

----- Compelling Factors -----

Job 1	Job Title: Community Health Worker	How did you get this job? A friend recommended me for the job.	Why did you leave this job? Wanted a better paying job.
Job 2	Job Title: Medical Assistant	How did you get this job? Completed a training program.	Why did you leave this job? Employer promoted me to a lead position.
Job 3	Job Title: Lead MA	How did you get this job? Promotion.	Why did you leave this job? Mentor encouraged me to pursue degree.
Job 4	Job Title: RN	How did you get this job? Completed degree; mentor helped placement.	Why did you leave this job? Wanted to get into manager role.
Job 5	Job Title: Nurse Manager	How did you get this job? Developed relationships; took leadership courses.	Why did you leave this job? Lateral move; needed more regular schedule.
Job 6	Job Title: Nurse Manager	How did you get this job? Typical application process.	Why did you leave this job? Promotion.
Job 7	Job Title: Chief Nursing Officer	How did you get this job? Developed relationships; promotion.	Why did you leave this job? Current job.

How would you describe the compelling factors that helped you advance your career?

As I look at the compelling factors that helped me advance in my career, there are themes that emerge: I completed training that was necessary for me to advance and I had mentor/relationships developed within my employer. Both of these items helped me advance at different times. When I changed employers, I was able to rely on my experience to make me a competitive applicant.

How can you operationalize these compelling factors in order to help your employees?

There are many things we can do to operationalize these compelling factors. Based on the themes above, creating a structure for people to be trained or upskilled is essential; second, developing a mentor program so that individuals have the resources to navigate their career is key.

----- Compelling Factors -----

<b>Job 1</b>	<b>Job Title:</b>	<b>How did you get this job?</b>	<b>Why did you leave this job?</b>
<b>Job 2</b>	<b>Job Title:</b>	<b>How did you get this job?</b>	<b>Why did you leave this job?</b>
<b>Job 3</b>	<b>Job Title:</b>	<b>How did you get this job?</b>	<b>Why did you leave this job?</b>
<b>Job 4</b>	<b>Job Title:</b>	<b>How did you get this job?</b>	<b>Why did you leave this job?</b>
<b>Job 5</b>	<b>Job Title:</b>	<b>How did you get this job?</b>	<b>Why did you leave this job?</b>
<b>Job 6</b>	<b>Job Title:</b>	<b>How did you get this job?</b>	<b>Why did you leave this job?</b>
<b>Job 7</b>	<b>Job Title:</b>	<b>How did you get this job?</b>	<b>Why did you leave this job?</b>

---

How would you describe the compelling factors that helped you advance your career?

How can you operationalize these compelling factors in order to help your employees?





## Tool #1

# My Next Best Step

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- Purpose:** Develop a high-level review of your current career choices and your future career goals.
- Inputs:** Personal insight and contributions.
- Outcomes:** An overview of your future career goals that can help aid completion of subsequent tools.

## Manager Notes

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This is the first tool in completing the “My Next Best Step” guidebook, and therefore is the most important step in order to ensure that your employee embarks upon this process with the right perspective.

The overall idea of this tool is to get your employee to think about their career from a high level perspective. The big questions they should explore as part of this step include:

- What do I want my career to be about?
- What is important for me to accomplish?
- How do I align my passions with my work?
- Do I currently feel stuck in my career?
- Do I know how to progress in my career?

It is less important that employees describe “accurate” action items in this tool as it is they describe aspirations and goals. For example, let’s consider an employee who is currently working in a call center position and seeks to one day become a registered nurse. It is perfectly plausible and acceptable that they may not know all of the steps it takes to get from their current position to their goal position. This step isn’t about describing all of those steps; instead, it’s about churning some ideas in their head about what it takes to move forward in their career. The employee, and you as their manager, should focus on the process of career advancement more than anything else.

On the next page, you’ll see some helpful hints as you work with your employee to complete this tool, which is located on page 11 of their guidebook.

## Helpful Tips

1. Employees should list their current job title and briefly describe the things they like and dislike about their job. As their manager, pay attention to these likes and dislikes as a means of further conversation in future steps.
2. In the next section, employees should list a job they would like to do next (which may include their current job, but at a higher level). They should also describe how long they think they should do that job. Then, they should think about the steps needed to get that job, like training, mentorship, etc. They should also think about the barriers they currently have to getting that job. Finally, they should briefly describe what they think their next steps are to getting this job.
3. In the next section, the employee should repeat the same process they just completed but for their next job. As you work with your employee, encourage them to think about overcoming challenges/barriers in a way that supports their ongoing career progress. For example, if they listed transportation as a barrier for the previous job, their “next steps” should make sure that transportation isn’t a barrier for their next job.
4. At the bottom of the page, they should think about the resources/people they have in their life that can help them advance. This should be a simple list. Finally, they should begin to think about some steps they should be taking over the next 6 months and 2 years, respectively. This doesn’t necessarily have to be a “realistic” list of steps; instead the focus should be on beginning to think about taking action for their careers.

**My Next Best Step**  
An overview of your future career goals and aspirations

Name \_\_\_\_\_ Date \_\_\_\_\_

This is the first step in completing the “My Next Best Step” guidebook to develop your career pathway. The purpose of this step is to think about your career goals in a simple manner, giving thought to both what you currently do in your career and what you want to do next. In addition, this step asks that you begin to think about some of the barriers that might prevent you from achieving your career goals as well as some initial steps you can take in short and long term.

For this first step, it’s okay if you don’t know all of the answers to these questions. For some, you might have partial answers or answers that are your “best guess”. Wherever you are starting from as you begin to develop your career pathway, that’s okay. The most important part of this first step is that you begin to think about your career from action-oriented and solutions perspectives.

If you struggle to complete this first step, think about these questions and see if your answers can help you fill in the information on the next page:

- What is a passion of mine that I haven’t yet explored?
- What are the things that make my current job difficult?
- Do I enjoy my current job and want to improve within it or do I want to progress to another job?
- Do I have the ability to change the things that I don’t like in my current job?
- Who is someone that I know that can help me advance in my career pathway?
- What are different resources that I know of that might be helpful for my career goals?
- Do I have the knowledge, skills, and abilities to effectively do my current job? How about a future job?
- Are there personal challenges that prevent me from being fully successful in my career?

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First, start here. →

Then complete the next two sections for future jobs. After that, identify your next best steps for your career.

My current job is:	What do I like?	What don't I like?

My next job:	What do I need to get this job? ___ Training ___ Mentorship ___ Credential ___ Experience	What barriers exist? ___ Childcare ___ Transportation ___ Eldercare ___ \$ Resources
How long do I plan to do this job?	What's the best next step to get this job?	

The next job I want is:	What do I need to get this job? ___ Training ___ Mentorship ___ Credential ___ Experience	What barriers exist? ___ Childcare ___ Transportation ___ Eldercare ___ \$ Resources
How long do I plan to do this job?	What barriers must be addressed to get this job?	

Who/what are my resources in building my career?

What goals should I set for the next 6 months for my career?

What goals should I set for the next 2 years for my career?

## **My Next Best Step**

### **An overview of your future career goals and aspirations**

\_\_\_\_\_

Name

\_\_\_\_\_


Date

This is the first step in completing the “My Next Best Step” guidebook to develop your career pathway. The purpose of this step is to think about your career goals in a simple manner, giving thought to both what you currently do in your career and what you want to do next. In addition, this step asks that you begin to think about some of the barriers that might prevent you from achieving your career goals as well as some initial steps you can take in short and long term.

For this first step, it’s okay if you don’t know all of the answers to these questions. For some, you might have partial answers or answers that are your “best guess”. Wherever you are starting from as you begin to develop your career pathway, that’s okay. The most important part of this first step is that you begin to think about your career from action-oriented and solutions perspectives.

If you struggle to complete this first step, think about these questions and see if your answers can help you fill in the information on the next page:

- What is a passion of mine that I haven’t yet explored?
- What are the things that make my current job difficult?
- Do I enjoy my current job and want to improve within it or do I want to progress to another job?
- Do I have the ability to change the things that I don’t like in my current job?
- Who is someone that I know that can help me advance in my career pathway?
- What are different resources that I know of that might be helpful for my career goals?
- Do I have the knowledge, skills, and abilities to effectively do my current job? How about a future job?
- Are there personal challenges that prevent me from being fully successful in my career?

First, start here. 

Then complete the next two sections for future jobs. After that, identify your next best steps for your career.

My current job is:	What do I like?	What don't I like?

My next job:	What do I need to get this job? ___ Training ___ Mentorship ___ Credential ___ Experience	What barriers exist? ___ Childcare ___ Transportation ___ Eldercare ___ \$ Resources
	How long do I plan to do this job?	What's the best next step to get this job?

The next job I want is:	What do I need to get this job? ___ Training ___ Mentorship ___ Credential ___ Experience	What barriers exist? ___ Childcare ___ Transportation ___ Eldercare ___ \$ Resources
	How long do I plan to do this job?	What barriers must be addressed to get this job?

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Who/what are my resources in building my career?	What goals should I set for the next 6 months for my career?	What goals should i set for the next 2 years for my career?









## Tool #2

# Self Assessment

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- Purpose:** Complete a self assessment that helps you understand your current interests, skills, abilities, and values related to your career goals and pathway.
- Inputs:** Personal insight and contributions; manager's insight and contributions.
- Outcomes:** Comprehensive self assessment that measures your view of your interests, skills, abilities, and values related to work; this self assessment can then be used to measure your preparedness for specific occupations.

## Manager Notes

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Step 2 provides a self-assessment tool for individuals, using different elements of work for individuals to think about. In many ways, these different elements are components of work that many people don't think about often. Some of these concepts might be new or unfamiliar. Use these notes to help guide your employees as they complete this self-assessment.

First, the self-assessment is built based on the methodologies, data, and analysis that has been developed by the U.S. Department of Labor's O\*Net Online platform, the nation's jobs database (and the largest of its kind in the world). These elements are derived from the existing jobs marketplace, using data to confirm basic skills applicable to all jobs, abilities specific to different careers, work values and interests that describe the kinds of work people are interested in, and work styles that are particular to the individual. Each of these items are defined in the appendix of this book for reference. If there is a statement or item that is unknown or unfamiliar (and that can be expected), please refer to those definitions. As their manager, you should communicate this information with your employees so they understand the background for this assessment.

Each part of the assessment asks the employee to rate each item with a high, medium, or low response. If an employee is uncertain of their response, encourage them to skip it for the time being and come back at a later time. If they remain uncertain, discuss that item with them and help them develop a response with which they are comfortable.

By design, this self-assessment will include bias. It's important to note that up front with your employees. To help mitigate this bias, it's important to reinforce the idea that there is no wrong answer in this assessment; further, the more candid and honest an individual is in this assessment about themselves, the more it can reveal about the types of jobs they will be interested in. For example, many people share insecurities about their struggles with math or mathematical functions; if that is the case, the individual should note that honestly in this assessment as it will help them build a career pathway that is right for them.

Following this assessment is a duplicate of this tool, intended for managers to complete about their employee. If you feel comfortable, you should complete this step. If there are areas that you don't feel you can answer, you can skip that (for example, some managers may not be familiar enough with their employee's interests). The point of the manager's assessment is to generate conversation about these different elements of work; in no way should this be a punitive process or made to feel like a performance review. In fact, the manager's assessment can be assigned to a colleague of the employee if that will create a more tolerable experience. Further, this process can be designed in a cohort method, allowing for groups of employees to complete the 'self-assessment' about each other. In any fashion, the goal of this step is that individuals walk away with a more organized sense of what they bring to a job, the kind of jobs they are comfortable, and an initial look at areas where they can grow.

On the next page, you'll see some helpful hints as you work with your employee to complete this tool, which is located on page 17 of their guidebook.

## Helpful Tips

1. The “Interest Area” section is designed to find answers to the big interest areas of the employee. Encourage to think about what they like to do, not just at work, but in their personal lives as well. If they struggle to pick a response, encourage them to think about things they do away from work for fun or fulfillment as a means of developing a response.
2. Career skills are basic skills needed, at one level or another, for almost any job. If an individual checks “high skill” or “low skill” for all items, encourage them to revisit the section and work with them to ensure they understand what is being asked; having high or low competence isn’t necessarily wrong, but is uncommon for many people.
3. This section may take the most effort within this step. First, make sure your employee is referencing the appendix with the definitions for each of these items if they are unsure what is being asked. They should think about these abilities in the context of their current job, as a way to ground their responses.
4. Think of work values as the items that help make an individual feel valued, important, safe, and/or fulfilled within a job. Is it important that they feel independent in their work, that they are recognized, or that they feel accomplished through achievement, for example?
5. Work styles are the elements that an individual brings to a job, through their personality. Whereas work values can be seen as items they receive on the job, styles are part of what they offer in a job.

### Self Assessment Interests, Skills, Abilities, Work Values/Styles

Name \_\_\_\_\_ Date \_\_\_\_\_

This self-assessment is focused on YOU: what do you like in a job, what are your skills, what are your abilities, and how do you like to work? There is no wrong answer within this self assessment; in fact, the more honest you are with your answers, the better you can build a long-term career within Florida's Community Health Centers. Take time to think about how you will respond to each of these sections; if needed, come back and revisit your responses after giving each of these sections some thought.

**Work Interests** - There are six different types of work interests, which include the type of work environment you desire and the kind of work you want to be involved with. Add a check mark for each interest area based on your personal alignment.

Interest Area	High Alignment	Medium Alignment	Low Alignment
<b>Realistic</b> - designing, building, working with equipment, materials, or structures; physical activity; outdoor activity.			
<b>Investigative</b> - studying/researching non-living objects, living organisms/disease, human behavior.			
<b>Artistic</b> - creating original works of art (music, artwork, performance) or food; applying artistic/design principles.			
<b>Social</b> - helping, teaching, advising, assisting, or providing services to others.			
<b>Enterprising</b> - managing, negotiating, marketing, selling; business settings; political environments.			
<b>Conventional</b> - following procedures/regulations; organize information or data; business settings.			

**Career Skills** - These skills are those that help you perform any job within your career; they help you develop knowledge/abilities and learn job-specific skills. Add a check mark next to each skill based on your strengths.

Career Skills	High Skill	Medium Skill	Low Skill
<b>Active Listening</b> - full attention, asking questions, engaged			
<b>Mathematics</b> - using math to solve problems			
<b>Reading Comprehension</b> - understanding information			
<b>Science</b> - using scientific methods/rules to solve problems			
<b>Speaking</b> - talking to others to convey information			
<b>Writing</b> - using writing to effectively communicate			
<b>Active Learning</b> - understanding information to problem solve			
<b>Critical Thinking</b> - using logic and reason in various scenarios			
<b>Learning Strategies</b> - using appropriate methods to learn/teach			
<b>Monitoring</b> - assessing situations to improve/correct			

**Abilities** - These are cognitive attributes that are inherent to each individual and help you perform your job. Add a check mark based on your strength with each ability.

Abilities	Strength		
	High	Med	Low
Selective Attention - ability to concentrate w/o distraction			
Time Sharing - shift between two or more activities			
Category Flexibility - different rules used for different things			
Deductive Reasoning - apply rules to specific problems			
Fluency of Ideas - generate a number of ideas about a topic			
Inductive Reasoning - combine info to form conclusions			
Information Ordering - arrange items in a specific order			
Originality - generate unusual or clever ideas to form solution			
Problem Sensitivity - know when something is wrong			
Memorization - remember information and data			
Flexibility of Closure - detect patterns that are hidden			
Perceptual Speed - quickly detect similarities/differences			
Speed of Closure - quickly make sense of info/patterns			
Mathematical Reasoning - use formulas to solve problems			
Number Facility - add, subtract, mult., divide quickly/correctly			
Spatial Orientation - know location within environment			
Visualization - imagine result after something is rearranged			
Oral Comprehension - listen/ understand oral information			
Oral Expression - communicate info through speaking			
Written Comprehension - read/ understand written info			
Written Expression - communicate ideas in writing			

**Work Values** - These are the overarching elements of work that an individual requires in order to be satisfied/fulfilled in their current occupation and career. Add a check mark for each value based on how important it is for you.

Work Value	Importance		
	High	Med	Low
<b>Achievement</b> - results oriented, feelings of accomplishment			
<b>Independence</b> - working on own, making decisions			
<b>Recognition</b> - opportunities for advancement, leadership			
<b>Relationships</b> - provide service to and work with others			
<b>Support</b> - environments with supportive management			
<b>Working Conditions</b> - good conditions; job security			

**Work Styles** - These represent the elements of a career that align with your personality, allowing you to achieve/perform well in any job you have. Add a check mark for each work style based on how it fits your personality and its importance.

My Career/Job Should Require...	Fit		
	High	Med	Low
Achievement/Effort			
Initiative			
Persistence			
Adaptability/Flexibility			
Self-Control			
Stress Tolerance			
Attention to Detail			
Dependability			
Integrity			
Independence			
Concern for Others			
Cooperation			
Social Orientation			
Analytical Thinking			
Innovation			
Leadership			

**Self Assessment**  
**Interests, Skills, Abilities,**  
**Work Values/Styles**

\_\_\_\_\_ Name

\_\_\_\_\_ Date

This self-assessment is focused on YOU: what do you like in a job, what are your skills, what are your abilities, and how do you like to work? There is no wrong answer within this self assessment; in fact, the more honest you are with your answers, the better you can build a long-term career within Florida's Community Health Centers. Take time to think about how you will respond to each of these sections; if needed, come back and revisit your responses after giving each of these sections some thought.

**Work Interests** - There are six different types of work interests, which include the type of work environment you desire and the kind of work you want to be involved with. Add a check mark for each interest area based on your personal alignment.

Interest Area	High Alignment	Medium Alignment	Low Alignment
<b>Realistic</b> - designing, building, working with equipment, materials, or structures; physical activity; outdoor activity.			
<b>Investigative</b> - studying/researching non-living objects, living organisms/disease, human behavior.			
<b>Artistic</b> - creating original works of art (music, artwork, performance) or food; applying artistic/design principles.			
<b>Social</b> - helping, teaching, advising, assisting, or providing services to others.			
<b>Enterprising</b> - managing, negotiating, marketing, selling; business settings; political environments.			
<b>Conventional</b> - following procedures/regulations; organize information or data; business settings.			

**Career Skills** - These skills are those that help you perform any job within your career; they help you develop knowledge/abilities and learn job-specific skills. Add a check mark next to each skill based on your strengths.

Career Skills	High Skill	Medium Skill	Low Skill
<b>Active Listening</b> - full attention, asking questions, engaged			
<b>Mathematics</b> - using math to solve problems			
<b>Reading Comprehension</b> - understanding information			
<b>Science</b> - using scientific methods/rules to solve problems			
<b>Speaking</b> - talking to others to convey information			
<b>Writing</b> - using writing to effectively communicate			
<b>Active Learning</b> - understanding information to problem solve			
<b>Critical Thinking</b> - using logic and reason in various scenarios			
<b>Learning Strategies</b> - using appropriate methods to learn/teach			
<b>Monitoring</b> - assessing situations to improve/correct			

**Abilities** - These are cognitive attributes that are inherent to each individual and help you perform your job. Add a check mark based on your strength with each ability.

Abilities	Strength		
	High	Med	Low
Selective Attention - ability to concentrate w/o distraction			
Time Sharing - shift between two or more activities			
Category Flexibility - different rules used for different things			
Deductive Reasoning - apply rules to specific problems			
Fluency of Ideas - generate a number of ideas about a topic			
Inductive Reasoning - combine info to form conclusions			
Information Ordering - arrange items in a specific order			
Originality - generate unusual or clever ideas to form solution			
Problem Sensitivity - know when something is wrong			
Memorization - remember information and data			
Flexibility of Closure - detect patterns that are hidden			
Perceptual Speed - quickly detect similarities/differences			
Speed of Closure - quickly make sense of info/patterns			
Mathematical Reasoning - use formulas to solve problems			
Number Facility - add, subtract, mult., divide quickly/correctly			
Spatial Orientation - know location within environment			
Visualization - imagine result after something is rearranged			
Oral Comprehension - listen/ understand oral information			
Oral Expression - communicate info through speaking			
Written Comprehension - read/ understand written info			
Written Expression - communicate ideas in writing			

**Work Values** - These are the overarching elements of work that an individual requires in order to be satisfied/fulfilled in their current occupation and career. Add a check mark for each value based on how important it is for you.

Work Value	Importance		
	High	Med	Low
<u>Achievement</u> - results oriented, feelings of accomplishment			
<u>Independence</u> - working on own, making decisions			
<u>Recognition</u> - opportunities for advancement, leadership			
<u>Relationships</u> - provide service to and work with others			
<u>Support</u> - environments with supportive management			
<u>Working Conditions</u> - good conditions; job security			

**Work Styles** - These represent the elements of a career that align with your personality, allowing you to achieve/perform well in any job you have. Add a check mark for each work style based on how it fits your personality and its importance.

My Career/Job Should Require...	Fit		
	High	Med	Low
Achievement/Effort			
Initiative			
Persistence			
Adaptability/Flexibility			
Self-Control			
Stress Tolerance			
Attention to Detail			
Dependability			
Integrity			
Independence			
Concern for Others			
Cooperation			
Social Orientation			
Analytical Thinking			
Innovation			
Leadership			

**Manager's Assessment**  
**Interests, Skills, Abilities,**  
**Work Values/Styles**

\_\_\_\_\_ Name

\_\_\_\_\_ Date

Tool #2 is duplicated here for the purposes of engaging with your manager as you develop your career pathway and goals. Having your manager complete this assessment of you is meant to provide additional information and perspective about you and your aspirations. Your manager may or may not complete this assessment in full for you; in any case, use their perspective to help you think about the type of career that is best for you.

**Work Interests** - There are six different types of work interests, which include the type of work environment that an individual desires and the kind of work he/she wants to be involved with. Add a check mark for each interest area based on your perspective as a manager.

Interest Area	High Alignment	Medium Alignment	Low Alignment
<b>Realistic</b> - designing, building, working with equipment, materials, or structures; physical activity; outdoor activity.			
<b>Investigative</b> - studying/researching non-living objects, living organisms/disease, human behavior.			
<b>Artistic</b> - creating original works of art (music, artwork, performance) or food; applying artistic/design principles.			
<b>Social</b> - helping, teaching, advising, assisting, or providing services to others.			
<b>Enterprising</b> - managing, negotiating, marketing, selling; business settings; political environments.			
<b>Conventional</b> - following procedures/regulations; organize information or data; business settings.			

**Career Skills** - These skills help individuals perform any job within their career. Add a check mark next to each skill based on your perspective as a manager.

Career Skills	High Skill	Medium Skill	Low Skill
<b>Active Listening</b> - full attention, asking questions, engaged			
<b>Mathematics</b> - using math to solve problems			
<b>Reading Comprehension</b> - understanding information			
<b>Science</b> - using scientific methods/rules to solve problems			
<b>Speaking</b> - talking to others to convey information			
<b>Writing</b> - using writing to effectively communicate			
<b>Active Learning</b> - understanding information to problem solve			
<b>Critical Thinking</b> - using logic and reason in various scenarios			
<b>Learning Strategies</b> - using appropriate methods to learn/teach			
<b>Monitoring</b> - assessing situations to improve/correct			

**Abilities** - These are cognitive attributes that are inherent to each individual. Add a check mark for strength level of these abilities based on your perspective as a manager.

Abilities	Strength		
	High	Med	Low
Selective Attention - ability to concentrate w/o distraction			
Time Sharing - shift between two or more activities			
Category Flexibility - different rules used for different things			
Deductive Reasoning - apply rules to specific problems			
Fluency of Ideas - generate a number of ideas about a topic			
Inductive Reasoning - combine info to form conclusions			
Information Ordering - arrange items in a specific order			
Originality - generate unusual or clever ideas to form solution			
Problem Sensitivity - know when something is wrong			
Memorization - remember information and data			
Flexibility of Closure - detect patterns that are hidden			
Perceptual Speed - quickly detect similarities/differences			
Speed of Closure - quickly make sense of info/patterns			
Mathematical Reasoning - use formulas to solve problems			
Number Facility - add, subtract, mult., divide quickly/correctly			
Spatial Orientation - know location within environment			
Visualization - imagine result after something is rearranged			
Oral Comprehension - listen/ understand oral information			
Oral Expression - communicate info through speaking			
Written Comprehension - read/ understand written info			
Written Expression - communicate ideas in writing			

**Work Values** - These are the overarching elements of work that an individual requires in order to be satisfied/fulfilled in their current occupation and career. Add a check mark for each value based on your perspective as a manager.

Work Value	Importance		
	High	Med	Low
<u>Achievement</u> - results oriented, feelings of accomplishment			
<u>Independence</u> - working on own, making decisions			
<u>Recognition</u> - opportunities for advancement, leadership			
<u>Relationships</u> - provide service to and work with others			
<u>Support</u> - environments with supportive management			
<u>Working Conditions</u> - good conditions; job security			

**Work Styles** - These represent the elements of a career that align with personality. From a manager's perspective, add a check mark for each work style based on the fit you have observed and its importance to the individual.

My Career/Job Should Require...	Fit		
	High	Med	Low
Achievement/Effort			
Initiative			
Persistence			
Adaptability/Flexibility			
Self-Control			
Stress Tolerance			
Attention to Detail			
Dependability			
Integrity			
Independence			
Concern for Others			
Cooperation			
Social Orientation			
Analytical Thinking			
Innovation			
Leadership			









## Tool #3

# Apply The Self Assessment

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- Purpose:** Compare your self assessment in Tool #2 with data about occupations you are interested in; determine how your strengths and weaknesses align with a chosen occupation.
- Inputs:** Completion of Tool #2; input from managers/colleagues.
- Outcomes:** Better understand how your strengths and abilities are currently suited for a chosen occupation; better understand what gaps might exist as you explore your career growth.

## Manager Notes

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Step 3 is a very important step in helping the employee understand who they are as an employee compared with specific jobs. There are several components to this step, so it is important to be well-versed in how this step is laid out. To aid both you and your employee, Step 3 includes detailed instructions and an example to use.

The purpose of this tool is to take the information from Step 2 and compare it to the jobs data within the O\*Net Online platform. By doing this, an individual can begin to see if they have a fit for the jobs that they see within their career pathway; additionally, as a manager, this gives you a sense of their fit. While an individual's fit for a specific occupation requires more than just a self assessment, this is an important first step. This step will allow the employee to apply their self assessment to two different occupations.

To start, the employee should go to O\*Net Online at [www.onetonline.org](http://www.onetonline.org) and search for their specific occupation in the top right corner of the site. You may need to explore O\*Net in advance to identify if your employee's position is listed or if a comparable alternative position is available. For our example within this book, we used Medical Assistant as the occupation. Once you click on the occupation's profile, click on the link for "Details" on a header near the top of the page.

On that page will be rankings of different items under different work elements. For this step, we are concerned with the 5 work elements that are part of the self assessment: (1) work interests; (2) career (basic) skills; (3) abilities; (4) work values; and (5) work styles.

On the "Details" page, scroll down to Work Interests. Find the first 3 (top 3 ranked) interests that are listed for that occupation and write them down in this step in the appropriate table. Next to each of those, copy down the O\*Net Score from the site. Then, refer back to Step 2 and write down the employee ranking (High, Medium, or Low) for that specific item under the "My Score" column. Then, write Yes or No for whether it's a match. Complete this step for each of the 4 remaining work elements (skills, abilities, values, and styles).

To determine a match, use this scale as a guide (although there is no need to be exact in defining a match):

<b><u>O*Net Score</u></b>	<b><u>Step 2 Ranking Comparison</u></b>
100-67	High
33-66	Medium
0-32	Low

On the next page, you'll see some helpful hints as you work with your employee to complete this tool, which is located on page 25 of their guidebook.

## Helpful Tips

1. Make sure your employee starts by writing down all of the top items for each of the work elements in the 5 tables on this step, from O\*Net Online. This will help keep them organized.
2. In the Abilities section, employees may see items that are not part of their self assessment. O\*Net Online includes physical abilities that are not part of this self assessment. If there are abilities listed in the top 10 that are not part of this book, have them skip that item until they find the top 10 that are included.
3. Once they have completed the 5 tables, employees should tally how many matches they have and how many mismatches they have. Write those numbers down in the space provided. Then divide the total matches by 34, which is the total number of items on the self assessment.
4. One of the most important parts of this step is the reaction of the employee to this data. At the bottom of each step, the employee should record their reactions their matches and mismatches. This can help spur dialogue for the employee about what they can work on and what they should focus on as they progress through this guidebook and in their career.

**Apply The Self Assessment - JOB #1**

Which job are you comparing? \_\_\_\_\_ O\*Net Code: \_\_\_\_\_

Top 3 Work Interests	O*Net Score	My Score	Match	6 Work Values	O*Net Score	My Score	Match

Top 5 Career Skills	O*Net Score	My Score	Match	Top 10 Work Styles	O*Net Score	My Score	Match

Top 10 Abilities	O*Net Score	My Score	Match

How many matches do you have? \_\_\_\_\_

How many mismatches do you have? \_\_\_\_\_

What's your match percentage? \_\_\_\_\_

**Reactions**

Which matches surprise you? List them below. \_\_\_\_\_

Which mismatches surprise you? List them below. \_\_\_\_\_

**Apply The Self Assessment - JOB #2**

Which job are you comparing? \_\_\_\_\_ O\*Net Code: \_\_\_\_\_

Top 3 Work Interests	O*Net Score	My Score	Match	6 Work Values	O*Net Score	My Score	Match

Top 5 Career Skills	O*Net Score	My Score	Match	Top 10 Work Styles	O*Net Score	My Score	Match

Top 10 Abilities	O*Net Score	My Score	Match

How many matches do you have? \_\_\_\_\_

How many mismatches do you have? \_\_\_\_\_

What's your match percentage? \_\_\_\_\_

**Reactions**

Which matches surprise you? List them below. \_\_\_\_\_

Which mismatches surprise you? List them below. \_\_\_\_\_

**Apply The Self Assessment**  
**What does my assessment tell me about my career goals?**

\_\_\_\_\_ Name

\_\_\_\_\_ Date

Once you have completed your self assessment (and your manager’s assessment, if appropriate), you can now apply that information to understanding how your career goals are aligned with who you are as an individual. In this section, you will align your self assessment with the work elements of jobs you are interested in. This will give you an initial evaluation of whether or not your personal attributes are aligned to a specific job. Based on that information, you can begin to take action on your career goals, addressing any gaps that might exist.

To show you how to effectively apply your self assessment, on the following page is an example of this tool, using a Medical Assistant job as a sample evaluation.

Source: [www.onetonline.org](http://www.onetonline.org)

To use O\*NET Online, go to [onetonline.org](http://onetonline.org).

- In the top right corner of the page, search for the occupation you are interested in. The example on the next page uses Medical Assistant as the occupation.
- Once you have reached the page for your chosen occupation, you can then click on the heading labeled “Details”.
- You will find information about the occupation related to your self assessment, including “Work Interests”, “Skills” (use this for Career Skills}, “Abilities”, “Work Values”, and “Work Styles”.
- Within each section, you can find the O\*Net Score that will be used to compare against your self assessment. Write each of these relevant scores in the appropriate tables within the worksheet entitled “Apply The Self Assessment”.
- For some areas, like “Skills” and “Abilities”, only use the items listed in the worksheet for comparison (for example, physical abilities are not included in the self assessment, so if a specific occupation lists those kinds of abilities in the top 10, ignore them until you have 10 abilities that are listed in the self assessment).

As you review this example, pay attention to the following items:

- You will compare the O\*Net Online data with your own self assessment, but remember this is only one single tool as you explore your career options.
- A mismatch in any of the items within this worksheet doesn’t automatically mean the job isn’t for you. Sometimes we aren’t an accurate judge of our own skills or abilities, for example. If you come across a mismatch, compare it to your manager’s assessment or ask a colleague for their input.

The screenshot shows the O\*NET Online interface for the occupation of Medical Assistants (31-9092.00). The page features a search bar at the top right with the keyword 'electrician' and a 'Go' button. Below the search bar are navigation links: 'Help', 'Find Occupations', 'Advanced Searches', 'O\*NET Data', 'Crosswalks', 'Share', and 'Sites'. The main heading is 'Medical Assistants' with the code '31-9092.00'. There are two buttons: 'Bright Outlook' and 'Updated 2023'. A description follows: 'Perform administrative and certain clinical duties under the direction of a physician. Administrative duties may include scheduling appointments, maintaining medical records, billing, and coding information for insurance purposes. Clinical duties may include taking and recording vital signs and medical histories, preparing patients for examination, drawing blood, and administering medications as directed by physician.' Below this is a 'Sample of reported job titles' list: 'Certified Medical Assistant (CMA), Chiropractor Assistant, Clinical Medical Assistant, Doctor's Assistant, Health Assistant, Ophthalmic Assistant, Ophthalmological Assistant, Optometric Assistant, Outpatient Surgery Assistant, Registered Medical Assistant (RMA)'. There are tabs for 'Summary', 'Details', 'Custom', 'Easy Read', 'Veterans', and 'Español'. A 'Contents' dropdown is visible. The 'Occupation-Specific Information' section includes a 'Tasks' table with 20 items displayed. The table has columns for 'Importance', 'Category', and 'Task'. The tasks listed are: 'Interview patients to obtain medical information and measure their vital signs, weight, and height.', 'Clean and sterilize instruments and dispose of contaminated supplies.', 'Record patients' medical history, vital statistics, or information such as test results in medical records.', 'Explain treatment procedures, medications, diets, or physicians' instructions to patients.', 'Prepare treatment rooms for patient examinations, keeping the rooms neat and clean.', 'Collect blood, tissue, or other laboratory specimens, log the specimens, and prepare them for testing.', 'Show patients to examination rooms and prepare them for the physician.', 'Help physicians examine and treat patients, handing them instruments or materials or performing such tasks as giving injections or removing sutures.', 'Perform routine laboratory tests and sample analyses.', and 'Greet and log in patients arriving at office or clinic.' Below the tasks table is a 'Technology Skills' section with 14 items displayed.

Once you are comfortable and fully understand this example, you can then complete your own evaluation for the two jobs you listed in Tool #1 (page 13).

## Apply The Self Assessment - EXAMPLE

Which job are you comparing? Medical Assistant O\*Net Code: 31-9092.00

Top 3 Work Interests	O*Net Score	My Score	Match
Conventional	89	High	Yes
Social	89	High	Yes
Realistic	56	Low	No

Top 5 Career Skills	O*Net Score	My Score	Match
Active Listening	72	High	Yes
Speaking	72	High	Yes
Reading Comp.	69	Med	Yes
Critical Thinking	66	Med	Yes
Monitoring	63	Low	No

Top 10 Abilities	O*Net Score	My Score	Match
Oral Comprehension	75	High	Yes
Oral Expression	75	High	Yes
Written Comp.	75	Med	Yes
Problem Sensitivity	72	Med	No
Written Expression	69	Low	No
Deductive Reasoning	63	High	Yes
Inductive Reasoning	56	Med	Yes
Info Ordering	56	Med	Yes
Category Flexibility	53	Low	No
Flex of Closure	53	Low	No

6 Work Values	O*Net Score	My Score	Match
Relationships	78	High	Yes
Support	78	High	Yes
Achievement	61	High	No
Working Conditions	53	Med	Yes
Independence	39	High	No
Recognition	39	Med	Yes

Top 10 Work Styles	O*Net Score	My Score	Match
Integrity	95	High	Yes
Attention to Detail	94	High	Yes
Dependability	93	High	Yes
Concern for Others	91	High	Yes
Adapt/Flexibility	88	Med	No
Cooperation	88	High	Yes
Stress Tolerance	88	Med	No
Independence	86	High	Yes
Initiative	80	Med	No
Self-Control	80	High	Yes

How many matches do you have? 23

How many mismatches do you have? 11

What's your match percentage? 68%

### Reactions

Which matches surprise you? List them below.

I'm glad that oral comprehension and oral expression are matches. I feel that is a good way for me to learn and communicate and those skills will definitely help me.

Which mismatches surprise you? List them below.

I like to be independent but sometimes my initiative isn't the best, so that is something to think about. I also want to learn more about some of these abilities and how they apply to me.



## Apply The Self Assessment - JOB #1

Which job are you comparing? \_\_\_\_\_ O\*Net Code: \_\_\_\_\_

Top 3 Work Interests	O*Net Score	My Score	Match

6 Work Values	O*Net Score	My Score	Match

Top 5 Career Skills	O*Net Score	My Score	Match

Top 10 Work Styles	O*Net Score	My Score	Match

Top 10 Abilities	O*Net Score	My Score	Match

How many matches do you have? \_\_\_\_\_

How many mismatches do you have? \_\_\_\_\_

What's your match percentage? \_\_\_\_\_

### Reactions

Which matches surprise you? List them below.

Which mismatches surprise you? List them below.

## Apply The Self Assessment - JOB #2

Which job are you comparing? \_\_\_\_\_ O\*Net Code: \_\_\_\_\_

Top 3 Work Interests	O*Net Score	My Score	Match

6 Work Values	O*Net Score	My Score	Match

Top 5 Career Skills	O*Net Score	My Score	Match

Top 10 Work Styles	O*Net Score	My Score	Match

Top 10 Abilities	O*Net Score	My Score	Match

How many matches do you have? \_\_\_\_\_

How many mismatches do you have? \_\_\_\_\_

What's your match percentage? \_\_\_\_\_

### Reactions

Which matches surprise you? List them below.

Which mismatches surprise you? List them below.







## Tool #4

# Making Sense of Me & My Career

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- Purpose:** Develop a better understanding of your strengths, barriers, and opportunities as it relates to your career pathway goals.
- Inputs:** Tool #3; information about current opportunities at your Center.
- Outcomes:** Comprehensive view of your preparedness for a specific occupation, as it relates to your strengths and barriers.

## Manager Notes

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In Step 4, employees will now take the data from Steps 2-3 and apply that to themselves through a review of their strengths, barriers, and opportunities. The point of this step is to organize the large amount of information developed in the previous 2 steps in a way that, more simply, illuminates where they stand today as it relates to their career pathway.

The first section of this step focuses on their strengths within the 5 work elements that were part of Steps 2-3. In the table individuals will list, briefly, what they now believe their strengths to be for each of these 5 elements related to the 2 occupations they focused on in Step 3. In addition, they will briefly explain if these strengths are well suited for their current or future occupations.

On the next page of this step, employees will focus on barriers. In the table they should list up to 5 mismatches for skills, abilities, and work styles that they uncovered from Step 3. For each item that is a mismatch, they should briefly explain if they can improve upon this area.

They should also list personal barriers that exist that might prevent them from progressing in their career. These barriers can be pulled from Step 1 or can be new barriers that they have identified. As they identify these barriers, they should think about the impact on their career growth and what resources they have available to help. To help spur dialogue about these barriers, you may want to discuss the following typical personal barriers:

- Access to transportation
- Child/elder care challenges
- Lack of funds for training
- Limited work experience
- Limited mentorship opportunities
- Familial challenges

In the final section of this step, employees should describe opportunities that they know of that can help them advance. These could be opportunities specific to their current job (like professional development tools), access to resources for training, volunteer opportunities that help individuals gain experience, etc.

On the next page, you'll see some helpful hints as you work with your employee to complete this tool, which is located on page 33 of their guidebook.

## Helpful Tips

- Answers on this page should be succinct; individuals should focus on low-hanging fruit that serve either as enablers (strengths) or barriers to their career progression.
- In the barriers section, encourage individuals to focus on items that they have control over. If a skill mismatch includes math, for example, that may highlight insecurities of an individual more than it helps. In the end, we want individuals to walk away from this step feeling a sense of agency and control over both their strengths and barriers.
- For personal barriers, allow the individuals to express these items as they are most comfortable. There may be items they choose not to share in great detail but can list in a more generic manner, and that is okay. If they have a challenge providing answers to this, encourage them to do so on their own, in a private setting.
- For opportunities, you may want to discuss opportunities that your Center provides ahead of time in order to spur thinking on the part of the employee. Other opportunities are acceptable as well if they support career progression, and specifically if they can enable overcoming a barrier that was described in this step or in Step 1 as well.

**Making Sense of Me & My Career**  
**Define strengths, barriers, and opportunities for my career.**      Name \_\_\_\_\_ Date \_\_\_\_\_

At this point, you have completed the following:

**Tool #1 - My Next Best Step**  
 This tool helps provide a basic overview of where you want to take your career in the near- and long-term.

**Tool #2 - Self Assessment**  
 This tool helps guide you in understanding the type of career that is well-suited for you, based on your own self assessment. This tool also engages your manager to get their perspective about your skills, interests, and abilities.

**Tool #3 - Apply the Self Assessment**  
 This tool helps you understand how your self assessment aligns with or against the actual requirements of a specific occupation for which you are interested. This tool also helps you understand your own self awareness about your interests and abilities, which may or may not be suited for a specific occupation.

Now, you will complete Tool #4 which helps you understand your strengths, barriers, and opportunities related to the two occupations you are interested in (which were listed in Tool #1 and applied in Tool #3). The purpose of this tool is outline what you bring to your career, the areas you can improve upon, and the opportunities that await you now and in the future. Refer back to Tool #2 to complete each section with candor.

---

**Strengths**

Look at your responses in Tool #2. What do you see about your strengths from each of those 5 areas?

Work Component	What are your strengths?	Are these strengths suited for your current or future occupation?
Interest Area		
Career Skills		
Abilities		
Work Values		
Work Styles		

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**Barriers - Professional**

Based on Tool #3, examine what barriers might exist based on the mismatches you identified. Are there areas within your skills, abilities, or work styles that you can work on to improve your ability to grow your career? In the table below, list/explain up to 5 mismatches for each component that you believe you can improve upon.

	Career Skills	Abilities	Work Styles
Mismatch Areas			

**Barriers - Personal**

Now refer back to Tool #1, where you listed some barriers that you might face as you grow your career. Describe how these barriers are impacting your ability to grow your career.

**Barrier #1:** \_\_\_\_\_  
 Impact on career growth: \_\_\_\_\_  
 Resources to help: \_\_\_\_\_

**Barrier #2:** \_\_\_\_\_  
 Impact on career growth: \_\_\_\_\_  
 Resources to help: \_\_\_\_\_

**Barrier #3:** \_\_\_\_\_  
 Impact on career growth: \_\_\_\_\_  
 Resources to help: \_\_\_\_\_

**Opportunities**

Finally, as you complete this tool, think about your strengths and barriers collectively. How do these different elements align with current opportunities at your Community Health Center? Think about different professional development opportunities that are offered, resources that you can access, or job opportunities that you can apply for and that might be helpful for your career goals. Describe each of these below.

**Opportunity #1:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Opportunity #2:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Opportunity #3:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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**Making Sense of Me & My Career**  
**Define strengths, barriers, and opportunities for my career.**

\_\_\_\_\_ Name

\_\_\_\_\_ Date

At this point, you have completed the following:

**Tool #1 - My Next Best Step**

This tool helps provide a basic overview of where you want to take your career in the near- and long-term.

**Tool #2 - Self Assessment**

This tool helps guide you in understanding the type of career that is well-suited for you, based on your own self assessment. This tool also engages your manager to get their perspective about your skills, interests, and abilities.

**Tool #3 - Apply the Self Assessment**

This tool helps you understand how your self assessment aligns with or against the actual requirements of a specific occupation for which you are interested. This tool also helps you understand your own self awareness about your interests and abilities, which may or may not be suited for a specific occupation.

Now, you will complete Tool #4 which helps you understand your strengths, barriers, and opportunities related to the two occupations you are interested in (which were listed in Tool #1 and applied in Tool #3). The purpose of this tool is outline what you bring to your career, the areas you can improve upon, and the opportunities that await you now and in the future. Refer back to Tool #2 to complete each section with candor.

**Strengths**

Look at your responses in Tool #2. What do you see about your strengths from each of those 5 areas?

Work Component	What are your strengths?	Are these strengths suited for your current or future occupation?
Interest Area		
Career Skills		
Abilities		
Work Values		
Work Styles		

## Barriers - Professional

Based on Tool #3, examine what barriers might exist based on the mismatches you identified. Are there areas within your skills, abilities, or work styles that you can work on to improve your ability to grow your career? In the table below, list/explain up to 5 mismatches for each component that you believe you can improve upon.

	Career Skills	Abilities	Work Styles
Mismatch Areas			

## Barriers - Personal

Now refer back to Tool #1, where you listed some barriers that you might face as you grow your career. Describe how these barriers are impacting your ability to grow your career.

**Barrier #1:** \_\_\_\_\_

Impact on career growth: \_\_\_\_\_

\_\_\_\_\_

Resources to help: \_\_\_\_\_

\_\_\_\_\_

**Barrier #2:** \_\_\_\_\_

Impact on career growth: \_\_\_\_\_

\_\_\_\_\_

Resources to help: \_\_\_\_\_

\_\_\_\_\_

**Barrier #3:** \_\_\_\_\_

Impact on career growth: \_\_\_\_\_

\_\_\_\_\_

Resources to help: \_\_\_\_\_

\_\_\_\_\_

## Opportunities

Finally, as you complete this tool, think about your strengths and barriers collectively. How do these different elements align with current opportunities at your Community Health Center? Think about different professional development opportunities that are offered, resources that you can access, or job opportunities that you can apply for and that might be helpful for your career goals. Describe each of these below.

**Opportunity #1:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Opportunity #2:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Opportunity #3:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_







## Tool #5

# Action Plan - Short Term

---

- Purpose:** Develop a set of measurable of action steps that can be taken in the short term (6 months).
- Inputs:** Completion of Tools 1-4; engagement with manager.
- Outcomes:** A measurable set of action items that can be implemented immediately.

## Manager Notes

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In Step 5, employees will start to organize their thinking around short term action planning. By using the data and planning they have completed in Steps 1-4, this step will help coalesce their work into measurable action steps over the next 6 months.

The most important part of this step is for employees to describe realistic, tangible, and achievable action steps. Being a short term plan, the intended result of this step is that employees develop habits and momentum in support of their career pathway. This also creates the ability to track and celebrate advancement within this short term plan.

There are a series of sample ideas that employees can use within this tool to think about specific action items they want to take. However, as their manager, you should feel free to explore other areas that may contextually be appropriate for each individual employee. As you converse with your employee about this step, help them reflect on the data that are derived from Steps 1-4. For example, if there is a certain ability that an employee feels they want to improve, this can become a short term goal.

The table within this step asks for both personal and professional action items. While this should not be a punitive process in any fashion, encourage the employee to think about personal items that are impacting their professional growth. For example, if an individual has a habit of calling out sick often, encourage conversation about what it takes to make sure they are ready for work every day, with fewer calls out.

The table also asks for Center-based action items. For example, if an employee decides that he/she wants to develop a relationship with a mentor, consider how the organization can help facilitate that relationship. There may be some items that don't require Center-based actions, and that is okay as well.

The final column in the table asks for progress updates. We recommend that you complete this section for each month after a two month period, meaning that you would come back to month 1 during month 3, month 2 during month 4, and so on. At the end of the 6 months, there is space to describe progress that was made during this process.

On the next page, you'll see some helpful hints as you work with your employee to complete this tool, which is located on page 39 of their guidebook.

## Helpful Tips

1. You may want to preview this step at the end of Step 4 as a means of preparing thoughtful consideration on the part of the employee. In most cases, individuals should take time to be thoughtful about this step, taking as much time as they need.
2. For each of the months, label each month on the line provided.
3. If an individual wants to make edits to their action plan once it has started that is perfectly acceptable. Allow flexibility in order to help ensure momentum over the long term.

**Action Plan - Short Term**  
What actions should I take over the next 6 months?

Name \_\_\_\_\_ Date \_\_\_\_\_

Now that you have completed Tools 1-4, you can begin to map out specific action steps for the short term. For our purposes, we'll consider the short term to be the first six months after you complete all of the previous tools.

The purpose of this tool is for you to:

- Utilize your thinking from Tool #4 to create action based on your strengths, barriers, and opportunities;
- Think about the specific actions within your control that you can take to make progress within your career;
- Determine what specific action items you and your Community Health Center can take together to make progress; and
- Track progress on your action items in order to achieve your short term goals.

Where possible, you should complete this tool in partnership with your manager. This will help ensure that you are committing to action steps that are both possible and relevant to your current and future jobs. While these action items are YOURS, it's important to describe steps that meet the needs of you as a team member as well as the needs of your organization.

On the table on the next page, think about steps you can take personally and professionally over the short term; in addition, have conversations with your manager about how he/she and your Community Health Center can support these goals. In the final column, you can come back to this Tool over the next six months to track progress and measure your success.

To aid in your thinking, your action items can include the following items (although they are certainly not limited to this list):

- Explore/begin training program(s)
- Develop plan to improve skills/abilities
- Find a mentor
- Complete job shadowing/internship experience
- Build job interview skills
- Build list of references
- Develop a resume
- Solidify transportation (as appropriate)
- Solidify child/elder care (as appropriate)
- Access social services resources
- Develop mental health plan
- Develop work/life balance plan

Month	Personal Action Items	Professional Action Items	Manager/Center Action Items	Progress (Complete over time)
Month 1:				
Month 2:				
Month 3:				
Month 4:				
Month 5:				
Month 6:				

**Your Progress**

At the end of these 6 months, describe your progress. What did you achieve? What remains to be achieved?



**Action Plan - Short Term**  
**What actions should I take  
over the next 6 months?**

\_\_\_\_\_ Name

\_\_\_\_\_ Date

Now that you have completed Tools 1-4, you can begin to map out specific action steps for the short term. For our purposes, we'll consider the short term to be the first six months after you complete all of the previous tools.

The purpose of this tool is for you to:

- Utilize your thinking from Tool #4 to create action based on your strengths, barriers, and opportunities;
- Think about the specific actions within your control that you can take to make progress within your career;
- Determine what specific action items you and your Community Health Center can take together to make progress; and
- Track progress on your action items in order to achieve your short term goals.

Where possible, you should complete this tool in partnership with your manager. This will help ensure that you are committing to action steps that are both possible and relevant to your current and future jobs. While these action items are YOURS, it's important to describe steps that meet the needs of you as a team member as well as the needs of your organization.

On the table on the next page, think about steps you can take personally and professionally over the short term; in addition, have conversations with your manager about how he/she and your Community Health Center can support these goals. In the final column, you can come back to this Tool over the next six months to track progress and measure your success.

To aid in your thinking, your action items can include the following items (although they are certainly not limited to this list):

- Explore/begin training program(s)
- Develop plan to improve skills/abilities
- Find a mentor
- Complete job shadowing/internship experience
- Build job interview skills
- Build list of references
- Develop a resume
- Solidify transportation (as appropriate)
- Solidify child/elder care (as appropriate)
- Access social services resources
- Develop mental health plan
- Develop work/life balance plan

Month	Personal Action Items	Professional Action Items	Manager/Center Action Items	Progress (Complete over time)
Month 1: _____				
Month 2: _____				
Month 3: _____				
Month 4: _____				
Month 5: _____				
Month 6: _____				

**Your Progress**

At the end of these 6 months, describe your progress. What did you achieve? What remains to be achieved?







## Tool #6

# Action Plan - Long Term

---

- Purpose:** Develop a long term plan (2 years) that aligns your goals with specific action items that can be taken.
- Inputs:** Tool #5; engagement with manager.
- Outcomes:** A comprehensive plan of action that aligns short term planning and career goals in order to implement a career pathway.

## Manager Notes

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Step 6 is the last formal step of this book. This is an opportunity for your employee to describe a long term plan, spanning two years. This process follows the same format as Step 5, but it requires a commitment to larger action items that can impact one's career pathway.

The same guidelines exist, however, for this step: the action items developed for this step should be realistic, tangible, and achievable. Given that it is a long term plan, these action items should require a 'heavier lift' on the part of the individual while still ensuring that momentum can be maintained.

This step includes suggestions for an employee to think about when creating this long term plan. If an employee is struggling to come up with action items that will benefit their career progress, engage in dialogue with that individual using the prompts/suggestions listed within the instructions for Step 6.

In most cases, employees should feel free to include advancement into another position as part of their long term plan. If that is the case, as their manager you may want to 'reverse engineer' the planning process, accordingly. For example, if an employee is currently in a call center position but wants to advance to a Medical Assistant, list "New Job as Medical Assistant" in months 21-24 for a professional action item and work backwards to include all of the necessary steps that will lead to that goal.

Like Step 5, this step includes a section for Center-based action items that will support the individual's efforts.

At the end of the first year, individuals should reflect on their progress and make changes as necessary. At the end of the long term plan, nearing the two year mark, individuals should reflect on this table as a whole.

On the next page, you'll see some helpful hints as you work with your employee to complete this tool, which is located on page 45 of their guidebook.

## Helpful Tips

1. Step 5 action items should be incorporated into this long term plan, as appropriate. If an individual lists items in Step 5 that will begin in the short term but will be completed in the long term, they should be listed here, for example.
2. For each of the 4 month periods, label the months (Jan-Apr, for example) on the line provided.
3. If an individual wants to make edits to their action plan once it has started that is perfectly acceptable. Allow flexibility in order to help ensure momentum over the long term.
4. This step can be incorporated in performance review meetings, as appropriate.

**Action Plan - Long Term**  
What actions should I take over the next 2 years?

Name \_\_\_\_\_ Date \_\_\_\_\_

Once you have completed Tool #5 outlining your short term action steps, complete this tool to outline your long term action steps, which can occur over the next 2 years.

The purpose of this tool is for you to:

- Utilize your thinking from Tool #4 to create action based on your strengths, barriers, and opportunities;
- Build off your planning from Tool #5 to make sure your continuing to improve your career pathway;
- Think about the specific actions within your control that you can take to make progress within your career;
- Determine what specific action items you and your Community Health Center can take together to make progress; and
- Track progress on your action items in order to achieve your long term goals.

Where possible, you should complete this tool in partnership with your manager. This will help ensure that you are committing to action steps that are both possible and relevant to your current and future jobs. While these action items are YOURS, it's important to describe steps that meet the needs of you as a team member as well as the needs of your organization.

On the table on the next page, think about steps you can take personally and professionally over the long term; in addition, have conversations with your manager about how he/she and your Community Health Center can support these goals. In the final column, you can come back to this Tool over the next 2 years to track progress and measure your success.

To aid in your thinking, your action items can include the following items (although they are certainly not limited to this list). Be sure to be thoughtful about these items so that they are in line with your short term goals; for example, if one of your short term goals is to explore a training program, a long term goal should include starting/completing that training program.

- Explore/begin training program(s)
- Develop plan to improve skills/abilities
- Find a mentor
- Complete job shadowing/internship experience
- Build job interview skills
- Build list of references
- Develop a resume
- Solidify transportation (as appropriate)
- Solidify child/elder care (as appropriate)
- Access social services resources
- Develop mental health plan
- Develop work/life balance plan

Months	Personal Action Items	Professional Action Items	Manager/Center Action Items	Progress (Complete over time)
Months 1-4:				
Months 5-8:				
Months 9-12:				
Months 13-16:				
Months 17-20:				
Months 21-24:				

**Your Progress**

What have you achieved in the first 12 months?

What have you achieved over this 2 year plan?



### **Action Plan - Long Term**

**What actions should I take  
over the next 2 years?**

\_\_\_\_\_ Name

\_\_\_\_\_ Date

Once you have completed Tool #5 outlining your short term action steps, complete this tool to outline your long term action steps, which can occur over the next 2 years.

The purpose of this tool is for you to:

- Utilize your thinking from Tool #4 to create action based on your strengths, barriers, and opportunities;
- Build off your planning from Tool #5 to make sure your continuing to improve your career pathway;
- Think about the specific actions within your control that you can take to make progress within your career;
- Determine what specific action items you and your Community Health Center can take together to make progress; and
- Track progress on your action items in order to achieve your long term goals.

Where possible, you should complete this tool in partnership with your manager. This will help ensure that you are committing to action steps that are both possible and relevant to your current and future jobs. While these action items are YOURS, it's important to describe steps that meet the needs of you as a team member as well as the needs of your organization.

On the table on the next page, think about steps you can take personally and professionally over the long term; in addition, have conversations with your manager about how he/she and your Community Health Center can support these goals. In the final column, you can come back to this Tool over the next 2 years to track progress and measure your success.

To aid in your thinking, your action items can include the following items (although they are certainly not limited to this list). Be sure to be thoughtful about these items so that they are in line with your short term goals; for example, if one of your short term goals is to explore a training program, a long term goal should include starting/completing that training program.

- Explore/begin training program(s)
- Develop plan to improve skills/abilities
- Find a mentor
- Complete job shadowing/internship experience
- Build job interview skills
- Build list of references
- Develop a resume
- Solidify transportation (as appropriate)
- Solidify child/elder care (as appropriate)
- Access social services resources
- Develop mental health plan
- Develop work/life balance plan

Months	Personal Action Items	Professional Action Items	Manager/Center Action Items	Progress (Complete over time)
Months 1-4: _____				
Months 5-8: _____				
Months 9-12: _____				
Months 13-16: _____				
Months 17-20: _____				
Months 21-24: _____				

**Your Progress**

What have you achieved in the first 12 months?

What have you achieved over this 2 year plan?



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# Appendices - Additional Resources

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**O\*Net Definitions**

**Duplicate Tool Worksheets**

## Manager Notes

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The appendices include two sections: (1) O\*Net Definitions; and (2) duplicate worksheets from Steps 1-6.

The O\*Net Definitions should be used and referenced with Steps 2-3. These definitions are the basis for the self assessment and for applying the self assessment to different occupational data sets. It's important for both the employee and you, as manager, to be familiar and comfortable with these terms.

The duplicate worksheets for Steps 1-6 are provided to be used as needed. One important element of this guidebook is the ability to adjust goals, change your mind, or better reflect on one's career pathway. If an individual decides he/she wants to adjust career goals, for example, the process can be restarted using these duplicate worksheets.





## **O\*Net Definitions**

### **Work Interests**

*Artistic:* Work involves creating original visual artwork, performances, written works, food, or music for a variety of media, or applying artistic principles to the design of various objects and materials. Artistic occupations are often associated with visual arts, applied arts and design, performing arts, music, creative writing, media, or culinary art.

*Conventional:* Work involves following procedures and regulations to organize information or data, typically in a business setting. Conventional occupations are often associated with office work, accounting, mathematics/statistics, information technology, finance, or human resources.

*Enterprising:* Work involves managing, negotiating, marketing, or selling, typically in a business setting, or leading or advising people in political and legal situations. Enterprising occupations are often associated with business initiatives, sales, marketing/advertising, finance, management/administration, professional advising, public speaking, politics, or law.

*Investigative:* Work involves studying and researching non-living objects, living organisms, disease or other forms of impairment, or human behavior. Investigative occupations are often associated with physical, life, medical, or social sciences, and can be found in the fields of humanities, mathematics/statistics, information technology, or health care service.

*Realistic:* Work involves designing, building, or repairing of equipment, materials, or structures, engaging in physical activity, or working outdoors. Realistic occupations are often associated with engineering, mechanics and electronics, construction, woodworking, transportation, machine operation, agriculture, animal services, physical or manual labor, athletics, or protective services.

*Social:* Work involves helping, teaching, advising, assisting, or providing service to others. Social occupations are often associated with social, health care, personal service, teaching/education, or religious activities.

### **Basic (Career) Skills**

*Active Learning:* Understanding the implications of new information for both current and future problem-solving and decision-making.

*Active Listening:* Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

*Critical Thinking:* Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

*Learning Strategies:* Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

*Mathematics:* Using mathematics to solve problems.

*Monitoring:* Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

*Reading Comprehension:* Understanding written sentences and paragraphs in work-related documents.

*Science:* Using scientific rules and methods to solve problems.

*Speaking:* Talking to others to convey information effectively.

*Writing:* Communicating effectively in writing as appropriate for the needs of the audience.

### **Abilities (Cognitive)**

*Category Flexibility:* The ability to generate or use different sets of rules for combining or grouping things in different ways.

*Deductive Reasoning:* The ability to apply general rules to specific problems to produce answers that make sense.

*Flexibility of Closure:* The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.

*Fluency of Ideas:* The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

*Inductive Reasoning:* The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

*Information Ordering:* The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).

*Mathematical Reasoning:* The ability to choose the right mathematical methods or formulas to solve a problem.

*Memorization:* The ability to remember information such as words, numbers, pictures, and procedures.

*Number Facility:* The ability to add, subtract, multiply, or divide quickly and correctly.

*Oral Comprehension:* The ability to listen to and understand information and ideas presented through spoken words and sentences.

*Oral Expression:* The ability to communicate information and ideas in speaking so others will understand.

*Originality:* The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.

*Perceptual Speed:* The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.

*Problem Sensitivity:* The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem.

*Selective Attention:* The ability to concentrate on a task over a period of time without being distracted.

*Spatial Orientation:* The ability to know your location in relation to the environment or to know where other objects are in relation to you.

*Speed of Closure:* The ability to quickly make sense of, combine, and organize information into meaningful

patterns.

*Time Sharing:* The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).

*Visualization:* The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.

*Written Comprehension:* The ability to read and understand information and ideas presented in writing.

*Written Expression:* The ability to communicate information and ideas in writing so others will understand.

## **Work Values**

*Achievement:* Occupations that satisfy this work value are results oriented and allow employees to use their strongest abilities, giving them a feeling of accomplishment. Corresponding needs are Ability Utilization and Achievement.

*Independence:* Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Autonomy.

*Recognition:* Occupations that satisfy this work value offer advancement, potential for leadership, and are often considered prestigious. Corresponding needs are Advancement, Authority, Recognition and Social Status.

*Relationships:* Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are Co-workers, Moral Values and Social Service.

*Support:* Occupations that satisfy this work value offer supportive management that stands behind employees. Corresponding needs are Company Policies, Supervision: Human Relations and Supervision: Technical.

*Working Conditions:* Occupations that satisfy this work value offer job security and good working conditions. Corresponding needs are Activity, Compensation, Independence, Security, Variety and Working Conditions.

## **Work Styles**

*Achievement/Effort:* Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.

*Adaptability/Flexibility:* Job requires being open to change (positive or negative) and to considerable variety in the workplace.

*Analytical Thinking:* Job requires analyzing information and using logic to address work-related issues and problems.

*Attention to Detail:* Job requires being careful about detail and thorough in completing work tasks.

*Concern for Others:* Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.

*Cooperation:* Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.

*Dependability:* Job requires being reliable, responsible, and dependable, and fulfilling obligations.

*Independence:* Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.

*Initiative:* Job requires a willingness to take on responsibilities and challenges.

*Innovation:* Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.

*Integrity:* Job requires being honest and ethical.

*Leadership:* Job requires a willingness to lead, take charge, and offer opinions and direction.

*Persistence:* Job requires persistence in the face of obstacles.

*Self-Control:* Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.

*Social Orientation:* Job requires preferring to work with others rather than alone, and being personally connected with others on the job.

*Stress Tolerance:* Job requires accepting criticism and dealing calmly and effectively with high-stress situations.

## **My Next Best Step**

### **An overview of your future career goals and aspirations**

\_\_\_\_\_

Name

\_\_\_\_\_


Date

This is the first step in completing the “My Next Best Step” guidebook to develop your career pathway. The purpose of this step is to think about your career goals in a simple manner, giving thought to both what you currently do in your career and what you want to do next. In addition, this step asks that you begin to think about some of the barriers that might prevent you from achieving your career goals as well as some initial steps you can take in short and long term.

For this first step, it’s okay if you don’t know all of the answers to these questions. For some, you might have partial answers or answers that are your “best guess”. Wherever you are starting from as you begin to develop your career pathway, that’s okay. The most important part of this first step is that you begin to think about your career from action-oriented and solutions perspectives.

If you struggle to complete this first step, think about these questions and see if your answers can help you fill in the information on the next page:

- What is a passion of mine that I haven’t yet explored?
- What are the things that make my current job difficult?
- Do I enjoy my current job and want to improve within it or do I want to progress to another job?
- Do I have the ability to change the things that I don’t like in my current job?
- Who is someone that I know that can help me advance in my career pathway?
- What are different resources that I know of that might be helpful for my career goals?
- Do I have the knowledge, skills, and abilities to effectively do my current job? How about a future job?
- Are there personal challenges that prevent me from being fully successful in my career?

First, start here. 

Then complete the next two sections for future jobs. After that, identify your next best steps for your career.

My current job is:	What do I like?	What don't I like?

My next job:	What do I need to get this job? ___ Training ___ Mentorship ___ Credential ___ Experience	What barriers exist? ___ Childcare ___ Transportation ___ Eldercare ___ \$ Resources
	How long do I plan to do this job?	What's the best next step to get this job?

The next job I want is:	What do I need to get this job? ___ Training ___ Mentorship ___ Credential ___ Experience	What barriers exist? ___ Childcare ___ Transportation ___ Eldercare ___ \$ Resources
	How long do I plan to do this job?	What barriers must be addressed to get this job?

---

Who/what are my resources in building my career?	What goals should I set for the next 6 months for my career?	What goals should I set for the next 2 years for my career?

**Self Assessment**  
**Interests, Skills, Abilities,**  
**Work Values/Styles**

\_\_\_\_\_ Name

\_\_\_\_\_ Date

This self-assessment is focused on YOU: what do you like in a job, what are your skills, what are your abilities, and how do you like to work? There is no wrong answer within this self assessment; in fact, the more honest you are with your answers, the better you can build a long-term career within Florida's Community Health Centers. Take time to think about how you will respond to each of these sections; if needed, come back and revisit your responses after giving each of these sections some thought.

**Work Interests** - There are six different types of work interests, which include the type of work environment you desire and the kind of work you want to be involved with. Add a check mark for each interest area based on your personal alignment.

Interest Area	High Alignment	Medium Alignment	Low Alignment
<b>Realistic</b> - designing, building, working with equipment, materials, or structures; physical activity; outdoor activity.			
<b>Investigative</b> - studying/researching non-living objects, living organisms/disease, human behavior.			
<b>Artistic</b> - creating original works of art (music, artwork, performance) or food; applying artistic/design principles.			
<b>Social</b> - helping, teaching, advising, assisting, or providing services to others.			
<b>Enterprising</b> - managing, negotiating, marketing, selling; business settings; political environments.			
<b>Conventional</b> - following procedures/regulations; organize information or data; business settings.			

**Career Skills** - These skills are those that help you perform any job within your career; they help you develop knowledge/abilities and learn job-specific skills. Add a check mark next to each skill based on your strengths.

Career Skills	High Skill	Medium Skill	Low Skill
<b>Active Listening</b> - full attention, asking questions, engaged			
<b>Mathematics</b> - using math to solve problems			
<b>Reading Comprehension</b> - understanding information			
<b>Science</b> - using scientific methods/rules to solve problems			
<b>Speaking</b> - talking to others to convey information			
<b>Writing</b> - using writing to effectively communicate			
<b>Active Learning</b> - understanding information to problem solve			
<b>Critical Thinking</b> - using logic and reason in various scenarios			
<b>Learning Strategies</b> - using appropriate methods to learn/teach			
<b>Monitoring</b> - assessing situations to improve/correct			

**Abilities** - These are cognitive attributes that are inherent to each individual and help you perform your job. Add a check mark based on your strength with each ability.

Abilities	Strength		
	High	Med	Low
Selective Attention - ability to concentrate w/o distraction			
Time Sharing - shift between two or more activities			
Category Flexibility - different rules used for different things			
Deductive Reasoning - apply rules to specific problems			
Fluency of Ideas - generate a number of ideas about a topic			
Inductive Reasoning - combine info to form conclusions			
Information Ordering - arrange items in a specific order			
Originality - generate unusual or clever ideas to form solution			
Problem Sensitivity - know when something is wrong			
Memorization - remember information and data			
Flexibility of Closure - detect patterns that are hidden			
Perceptual Speed - quickly detect similarities/differences			
Speed of Closure - quickly make sense of info/patterns			
Mathematical Reasoning - use formulas to solve problems			
Number Facility - add, subtract, mult., divide quickly/correctly			
Spatial Orientation - know location within environment			
Visualization - imagine result after something is rearranged			
Oral Comprehension - listen/ understand oral information			
Oral Expression - communicate info through speaking			
Written Comprehension - read/ understand written info			
Written Expression - communicate ideas in writing			

**Work Values** - These are the overarching elements of work that an individual requires in order to be satisfied/fulfilled in their current occupation and career. Add a check mark for each value based on how important it is for you.

Work Value	Importance		
	High	Med	Low
<u>Achievement</u> - results oriented, feelings of accomplishment			
<u>Independence</u> - working on own, making decisions			
<u>Recognition</u> - opportunities for advancement, leadership			
<u>Relationships</u> - provide service to and work with others			
<u>Support</u> - environments with supportive management			
<u>Working Conditions</u> - good conditions; job security			

**Work Styles** - These represent the elements of a career that align with your personality, allowing you to achieve/perform well in any job you have. Add a check mark for each work style based on how it fits your personality and its importance.

My Career/Job Should Require...	Fit		
	High	Med	Low
Achievement/Effort			
Initiative			
Persistence			
Adaptability/Flexibility			
Self-Control			
Stress Tolerance			
Attention to Detail			
Dependability			
Integrity			
Independence			
Concern for Others			
Cooperation			
Social Orientation			
Analytical Thinking			
Innovation			
Leadership			



## Apply The Self Assessment - JOB #1

Which job are you comparing? \_\_\_\_\_ O\*Net Code: \_\_\_\_\_

Top 3 Work Interests	O*Net Score	My Score	Match

6 Work Values	O*Net Score	My Score	Match

Top 5 Career Skills	O*Net Score	My Score	Match

Top 10 Work Styles	O*Net Score	My Score	Match

Top 10 Abilities	O*Net Score	My Score	Match

How many matches do you have? \_\_\_\_\_

How many mismatches do you have? \_\_\_\_\_

What's your match percentage? \_\_\_\_\_

### Reactions

Which matches surprise you? List them below.

Which mismatches surprise you? List them below.

## Apply The Self Assessment - JOB #2

Which job are you comparing? \_\_\_\_\_ O\*Net Code: \_\_\_\_\_

Top 3 Work Interests	O*Net Score	My Score	Match

6 Work Values	O*Net Score	My Score	Match

Top 5 Career Skills	O*Net Score	My Score	Match

Top 10 Work Styles	O*Net Score	My Score	Match

Top 10 Abilities	O*Net Score	My Score	Match

How many matches do you have? \_\_\_\_\_

How many mismatches do you have? \_\_\_\_\_

What's your match percentage? \_\_\_\_\_

### Reactions

Which matches surprise you? List them below.

Which mismatches surprise you? List them below.

**Making Sense of Me & My Career**  
**Define strengths, barriers, and opportunities for my career.**

\_\_\_\_\_ Name

\_\_\_\_\_ Date

At this point, you have completed the following:

**Tool #1 - My Next Best Step**

This tool helps provide a basic overview of where you want to take your career in the near- and long-term.

**Tool #2 - Self Assessment**

This tool helps guide you in understanding the type of career that is well-suited for you, based on your own self assessment. This tool also engages your manager to get their perspective about your skills, interests, and abilities.

**Tool #3 - Apply the Self Assessment**

This tool helps you understand how your self assessment aligns with or against the actual requirements of a specific occupation for which you are interested. This tool also helps you understand your own self awareness about your interests and abilities, which may or may not be suited for a specific occupation.

Now, you will complete Tool #4 which helps you understand your strengths, barriers, and opportunities related to the two occupations you are interested in (which were listed in Tool #1 and applied in Tool #3). The purpose of this tool is outline what you bring to your career, the areas you can improve upon, and the opportunities that await you now and in the future. Refer back to Tool #2 to complete each section with candor.

**Strengths**

Look at your responses in Tool #2. What do you see about your strengths from each of those 5 areas?

Work Component	What are your strengths?	Are these strengths suited for your current or future occupation?
Interest Area		
Career Skills		
Abilities		
Work Values		
Work Styles		

## Barriers - Professional

Based on Tool #3, examine what barriers might exist based on the mismatches you identified. Are there areas within your skills, abilities, or work styles that you can work on to improve your ability to grow your career? In the table below, list/explain up to 5 mismatches for each component that you believe you can improve upon.

	Career Skills	Abilities	Work Styles
Mismatch Areas			

## Barriers - Personal

Now refer back to Tool #1, where you listed some barriers that you might face as you grow your career. Describe how these barriers are impacting your ability to grow your career.

**Barrier #1:** \_\_\_\_\_

Impact on career growth: \_\_\_\_\_

\_\_\_\_\_

Resources to help: \_\_\_\_\_

\_\_\_\_\_

**Barrier #2:** \_\_\_\_\_

Impact on career growth: \_\_\_\_\_

\_\_\_\_\_

Resources to help: \_\_\_\_\_

\_\_\_\_\_

**Barrier #3:** \_\_\_\_\_

Impact on career growth: \_\_\_\_\_

\_\_\_\_\_

Resources to help: \_\_\_\_\_

\_\_\_\_\_

## Opportunities

Finally, as you complete this tool, think about your strengths and barriers collectively. How do these different elements align with current opportunities at your Community Health Center? Think about different professional development opportunities that are offered, resources that you can access, or job opportunities that you can apply for and that might be helpful for your career goals. Describe each of these below.

**Opportunity #1:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Opportunity #2:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Opportunity #3:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Action Plan - Short Term**  
**What actions should I take  
over the next 6 months?**

\_\_\_\_\_

Name

\_\_\_\_\_

Date

Now that you have completed Tools 1-4, you can begin to map out specific action steps for the short term. For our purposes, we'll consider the short term to be the first six months after you complete all of the previous tools.

The purpose of this tool is for you to:

- Utilize your thinking from Tool #4 to create action based on your strengths, barriers, and opportunities;
- Think about the specific actions within your control that you can take to make progress within your career;
- Determine what specific action items you and your Community Health Center can take together to make progress; and
- Track progress on your action items in order to achieve your short term goals.

Where possible, you should complete this tool in partnership with your manager. This will help ensure that you are committing to action steps that are both possible and relevant to your current and future jobs. While these action items are YOURS, it's important to describe steps that meet the needs of you as a team member as well as the needs of your organization.

On the table on the next page, think about steps you can take personally and professionally over the short term; in addition, have conversations with your manager about how he/she and your Community Health Center can support these goals. In the final column, you can come back to this Tool over the next six months to track progress and measure your success.

To aid in your thinking, your action items can include the following items (although they are certainly not limited to this list):

- Explore/begin training program(s)
- Develop plan to improve skills/abilities
- Find a mentor
- Complete job shadowing/internship experience
- Build job interview skills
- Build list of references
- Develop a resume
- Solidify transportation (as appropriate)
- Solidify child/elder care (as appropriate)
- Access social services resources
- Develop mental health plan
- Develop work/life balance plan

Month	Personal Action Items	Professional Action Items	Manager/Center Action Items	Progress (Complete over time)
Month 1: _____				
Month 2: _____				
Month 3: _____				
Month 4: _____				
Month 5: _____				
Month 6: _____				

**Your Progress**

At the end of these 6 months, describe your progress. What did you achieve? What remains to be achieved?

### **Action Plan - Long Term**

**What actions should I take  
over the next 2 years?**

\_\_\_\_\_ Name

\_\_\_\_\_ Date

Once you have completed Tool #5 outlining your short term action steps, complete this tool to outline your long term action steps, which can occur over the next 2 years.

The purpose of this tool is for you to:

- Utilize your thinking from Tool #4 to create action based on your strengths, barriers, and opportunities;
- Build off your planning from Tool #5 to make sure your continuing to improve your career pathway;
- Think about the specific actions within your control that you can take to make progress within your career;
- Determine what specific action items you and your Community Health Center can take together to make progress; and
- Track progress on your action items in order to achieve your long term goals.

Where possible, you should complete this tool in partnership with your manager. This will help ensure that you are committing to action steps that are both possible and relevant to your current and future jobs. While these action items are YOURS, it's important to describe steps that meet the needs of you as a team member as well as the needs of your organization.

On the table on the next page, think about steps you can take personally and professionally over the long term; in addition, have conversations with your manager about how he/she and your Community Health Center can support these goals. In the final column, you can come back to this Tool over the next 2 years to track progress and measure your success.

To aid in your thinking, your action items can include the following items (although they are certainly not limited to this list). Be sure to be thoughtful about these items so that they are in line with your short term goals; for example, if one of your short term goals is to explore a training program, a long term goal should include starting/completing that training program.

- Explore/begin training program(s)
- Develop plan to improve skills/abilities
- Find a mentor
- Complete job shadowing/internship experience
- Build job interview skills
- Build list of references
- Develop a resume
- Solidify transportation (as appropriate)
- Solidify child/elder care (as appropriate)
- Access social services resources
- Develop mental health plan
- Develop work/life balance plan

Months	Personal Action Items	Professional Action Items	Manager/Center Action Items	Progress (Complete over time)
Months 1-4: _____				
Months 5-8: _____				
Months 9-12: _____				
Months 13-16: _____				
Months 17-20: _____				
Months 21-24: _____				

**Your Progress**

What have you achieved in the first 12 months?

What have you achieved over this 2 year plan?









